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Complete Full Report

Important Note

(Once you have read the statement below, click the radio button beside it.)

Please note that the information you enter in your report is only saved when clicking on the "Save and Next" button at the bottom of the page. Using the browser navigation buttons or the "Continue Later" button at the bottom of the page will not save the information entered on the page. If after clicking "Save and Next" you see a "Page has errors" message in red, near the top of the page, it means that at least one field is missing information. In such an instance, the empty field will have the words "Answer is incomplete" underneath it, in red.

This report includes mandatory reporting on 1) the CRCP institutional equity, diversity and inclusion action plan (IEDIAP) and 2) the \$50,000 EDI Stipend.

Your institution must submit the report by the deadline date indicated by the program, and must cover the reporting period identified by the program.

Institutions are required to post the most up to date version of their EDI action plan on their [public accountability web pages](#).

Each year, institutions must publicly post a copy of this report to their [public accountability web pages](#) within 7 working days after the deadline for submitting the report to TIPS. TIPS will review the report each year; in addition, the annual report(s) will be provided to the external EDI Review Committee, when it is convened every few years, to evaluate the progress made in bolstering EDI at the respective institution and to provide context for future iterations of the EDI action plan. Ensure that you remove all numbers less than 5 from both the plan and the report prior to posting on your website in cases where your report includes the representation of individuals from underrepresented groups among your chairholders, as well as any other identifying information. This is a requirement of the Privacy Act.

All sections of the form are mandatory (unless otherwise noted).

Contact information

Please complete the fields below.

Name of Institution:

University of Regina

Contact Name:

Sujatha Ross

Position Title:

Advisor, Equity, Diversity, and Inclusion

Institutional Email:

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Institutional Telephone Number:

306-337-3313

The link for the EDI progress report and EDI Stipend report: <https://ca1se.voxco.com/SE/?st=jeuW6suXm8k3Ct0XM1n9bz3j3Dx9FJ0r4ZZqAaXjaifxotEatwwynQ%3D%3D>

Does your institution have an EDI Action Plan for the CRCP?

Yes

PART A: EDI Action Plan - Reporting on Key Objectives Analyses, Systemic Barriers, Objectives and Indicators Date of most

recent plan (e.g. latest revision of the public plan):

09/27/2019

Rating given to the action plan in most recent review process:

Satisfies

Name of vice-president level representative responsible for ensuring the implementation of the plan:

Dr. Christopher Yost

In developing their action plans, institutions were required to conduct: 1) an employment systems review; 2) a comparative review; and 3) an environmental scan (see program requirements [here](#)). These assessments were required in order to identify the specific systemic barriers and/or challenges that are faced by individuals from underrepresented groups (e.g. women and gender minorities, persons with disabilities, Indigenous Peoples and racialized individuals, 2SLGBTQIA++ individuals) at the respective institution; institutions were then required to develop key S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) objectives and actions to address them.

Indicate what your institution's key EDI objectives are (up to six) as outlined in the most recent version of your action plan, as well as the systemic barriers/challenges identified that these objectives must address. Please note that objectives should be S.M.A.R.T. and include a measurement strategy. List the corresponding actions and indicators (as indicated in your institutional EDI action plan) for each objective, and outline: a) what progress has been made during the reporting period; b) the main actions were undertaken (up to six) and how they have progressed; c) the data gathered; and d) indicators used to assess the outcomes and impacts of the actions. Please note that indicators can be both quantitative and qualitative and should be specific. Outline next steps and use the contextual information box to provide any additional information (e.g., course correction, obstacles, lessons learned, etc.) for each objective. If your institution has not yet prepared or received a formal evaluation of its CRCP EDI action plan (institutions having fewer than five Chairs) then section A is optional.

Key Objective 1

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 1:

To sustain or exceed the U of R's CRC equity targets

Systemic barriers -

Please provide a high-level description of the systemic barriers (e.g., summarize what the barriers are and how they were identified):

Barriers identified via an Employment Systems Review and a Diversity Meter and Cultural Survey include underrepresentation of racialized persons, indigenous persons, LGBTQ2S+persons in leadership/upper management roles. Women and racialized persons underrepresented in full time permanent roles. Women, racialized persons, persons with disabilities accessing full professor ranks. Supports for persons with disabilities and Indigenous persons in maintaining their physical and mental well-being. Commitment and support for diversity as indicated by LGBTQ2S+ persons. Challenges faced in recruiting and retaining faculty and chairholders from underrepresented groups included lack of spousal hiring policy, relocation issues and reluctance of designated groups to self-declare.

Corresponding actions undertaken/to be undertaken to address the barriers:

If you have no action to report, please type

'N/A' in the answer field.

Progress to date

Corresponding action 1

Ensure all CRC search committees' members include more than one member of an FDG, exceeding the minimum CRC requirement

In progress

Corresponding action 2

Train all CRC search committee members in unconscious bias, consideration of career interruptions, and recognition of all types of research (e.g. community based)

Completed

Corresponding action 3	Faculties seeking to fill a CRC position will identify targeted recruitment where appropriate	Completed
Corresponding action 4	Review the Research Chairs policy to ensure considerations for equity and diversity are included, and that any accompanying procedures will incorporate best practices	Completed
Corresponding action 5	Internal allocation letters of intent will reflect EDI plans	Completed
Corresponding action 6	All CRC position posting will contain inclusive, unbiased language, statements on U of R's commitment to EDI, accommodation statement and statements about consideration of career interruptions	Completed

Data gathered and Indicator(s) - can be both qualitative and quantitative:

Data collected on number of FDG members in each search committee. Data collected on number of search committee members trained in understanding and applying unconscious bias principles and concepts. Number of FDG applicants for CRC vacancies were tracked. Revision of Research Chairs Policy. Number of compliant LOIs and number of compliant postings were tracked.

Outcomes and Impacts made during the reporting period:

Efforts were made to include FDG members in the search committees showing a commitment to EDI. Three CRC searches were done during this period. 50% of one search committee were FDGs and included members from the indigenous community. The other two searches met the minimum requirement of FDG members. All search committee members participated in the unconscious bias training. 18 search committee members attended the unconscious bias training. The University of Regina's 2025 Equity and Diversity Targets and Gaps were met. Inclusive language of the postings resulted in 16 FDG members applying to the 3 CRC searches done in this period. Research Chair policy revised on July 10, 2020. All postings had inclusive language encouraging FDG members and those requiring accommodations to apply. Postings clearly stated that career interruptions will be given consideration. LOIs of all three searches were EDI compliant. Support provided by the EDI office, research office and human resources ensured compliance.

Challenges encountered during the reporting period:

Continued challenges in encouraging FDG members to self-declare. FDG members question the purpose of data collection and ask for increased transparency.

Next Steps (indicate specific dates/timelines):

To work towards creating targeted/preference postings and encouraging FDGs to apply. In particular, encouraging persons with disabilities and individuals of diverse gender and sexual orientation to apply. Review of the Research chairs policy to adequately reflect EDI commitment. Enabling all hiring managers to identify diversity and inclusion challenges and implement innovative solutions. Provide training to managers to increase awareness of recruiting and retaining FDG hires.

Was funding from the CRCP EDI stipend used for this key objective?

No

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

Do you have other key objectives to add?

Yes

Key Objective 2

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 2:

To develop strategies to enhance support for CRCs with a focus on the individual needs of each FDG chairholder.

Systemic barriers -

Please provide a high-level description of the systemic barriers (e.g., summarize what the barriers are and how they were identified):

Promoting high performing equity and diversity employees when seniority is a key criteria for advancement. FDG applicants to faculty positions often incur breaks in research activity or alternatively, have conducted community based research. Challenges to the FDG identity of candidates. Self-disclosure viewed as a stigma to career progression.

Corresponding actions undertaken/to be undertaken to address the barriers:

If you have no action to report, please type

	'N/A' in the answer field.	Progress to date
Corresponding action 1	CRC chairs will be provided with an overview of personal development opportunities including information about management development modules and to the more senior leadership development program and invited to participate should they determine either program syllabus to be helpful to career progression	In progress
Corresponding action 2	Create networking and mentoring opportunities for CRCs to meet their colleagues in a setting designed to foster fellowship and encourage the development of relationships as an essential part of the work-life balance	In progress
Corresponding action 3	'N/A'	Not yet started
Corresponding action 4	'N/A'	Not yet started
Corresponding action 5	'N/A'	Not yet started
Corresponding action 6	'N/A'	Not yet started

Data gathered and Indicator(s) - can be both qualitative and quantitative:
 Increase in numbers from designated groups promoted to Senior and Executive Leadership positions in the University. Increase in numbers from designated groups applying for Tenure. Developing a networking program.

Outcomes and Impacts made during the reporting period:
 7 individuals from designated groups applied for 'Tenure' positions in 2022. The Vice President, Research has met with CRC chairholders twice during the reporting period creating opportunities for networking and relationship building.

Challenges encountered during the reporting period:
 Due to the process of transitioning to in person learning environment the onboarding/mentorship programs were not implemented.

Next Steps (indicate specific dates/timelines):
 Needs assessment of FDG chairholders to better support and provide mentoring opportunities. Developing training and offering information sessions to Deans and Executives to ensure FDG CRCs are offered equitable and sufficient resources and support.

Was funding from the CRCP EDI stipend used for this key objective?
 No

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

Key Objective 3

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 3:
 To continue implementation of the 2018 University Employment Equity and Diversity Policy

Systemic barriers -
 Please provide a high-level description of the systemic barriers (e.g., summarize what the barriers are and how they were identified):
 Underrepresentation of equity seeking groups in leadership and senior positions. Unconscious biases and stereotypes. Effects of racism, discrimination, colonialization, accessibility issues as identified by the Diversity Meter and Cultural survey.

Corresponding actions undertaken/to be undertaken to address the barriers:
 If you have no action to report, please type
 'N/A' in the answer field. Progress to date

Corresponding action 1	Developing a campus wide education plan for EDI	Completed
Corresponding action 2	Review of the 2018 University Employment Equity and Diversity Policy to ensure that it facilitates incorporation of EDI principles into mainstream campus life	Completed
Corresponding action 3	Review Faculty/academic units' search procedures to ensure alignment with the employment equity policy and inclusion of diversity best practices	In progress
Corresponding action 4	'N/A'	Not yet started
Corresponding action 5	'N/A'	Not yet started
Corresponding action 6	'N/A'	Not yet started

Data gathered and Indicator(s) - can be both qualitative and quantitative:

Development of an EDI- Anti oppression action plan in consultation with senior leadership and EDI-AO advisory group. EDI Advisor organized trainings and events. Best practices implemented into Faculty/academic units' search procedures. Revision of Employment Equity Policy.

Outcomes and Impacts made during the reporting period:

EDI-AO Strategy and Action plan 2022 - 2025 were developed. Implementation Plans developed by Faculties and Departments in response to the University of Regina's 2020-2025 strategic plan, embedded the principles of EDI in the plans. This has led to faculties undertaking EDI initiatives addressing various EDI concerns. EDI Advisor developed course materials on EDI related topics for the Faculty of Business studies, Faculty of Graduate studies and Research and established an Anti-oppression book club. Job postings with inclusive language and targeted/preference postings attracted FDG applicants. The Faculty of Graduate Studies and Research set up a Diversity Graduate Students Association to provide a supportive space for underrepresented graduate students. Students participating in the association learned from each other and it provided them with opportunities for growth. FGSR has also developed an EDI module as part of the Graduate students' orientation. The Equity, Diversity & Inclusion (EDI) Micro-credential Pilot Program in the Hill & Levene Schools of Business is non-credit program and has been developed for the current students in Business Administration. It aims to provide students with foundational knowledge so they can contribute to creating and promoting equitable systems that foster justice, diversity, and inclusion on campus and in their future workplaces. This program aligns with the Hill and Levene strategic plan, specifically the strategic priorities of Discovery, Truth & Reconciliation, and Well-being & Belonging. The course helps students to acquire knowledge on topics such as Gender & Sexual Identity, Inter-cultural competence, Indigenization, and Women in Leadership. The Employment equity policy was revised in July 2023.

Challenges encountered during the reporting period:

Implementing real change with regards to creating equity has been slow.

Next Steps (indicate specific dates/timelines):

Ensure best practices are implemented into Faculty/academic search procedures. Embed EDI goals in performance measurements of senior leadership.

Was funding from the CRCP EDI stipend used for this key objective?

No

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

Key Objective 4

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 4:

To create a culture of support for EDI by advancing EDI competencies across the research enterprise

Systemic barriers -

Please provide a high-level description of the systemic barriers (e.g., summarize what the barriers are and how they were identified):

Lack of knowledge and understanding of the experiences and barriers faced by FDGs. Developing skills to address microaggressions and other discriminatory situations.

Corresponding actions undertaken/to be undertaken to address the barriers:

Progress to Date

Corresponding action 1	Provide unconscious bias training to senior leadership and management	In progress
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Corresponding action 2	Provide culturally responsive initiatives, activities and services to all staff	In progress
Corresponding action 3	Support academic research in intersectionality and related topics such as race, class, indigeneity, disability, language, citizenship, religion, age	In progress
Corresponding action 4	Review executive and Senior leader's performance goals to ensure accountability for EDI competencies	Completed
Corresponding action 5	EDI officer to develop and deliver EDI initiatives to the research enterprise	In progress
Corresponding action 6	Sponsor events and conference opportunities promoting EDI	In progress

Corresponding actions undertaken to address the barriers:

Number of senior leadership and management who participated in EDI related training. Workshops, trainings and other services provided to the campus community. Research publications and impacts on intersectionality and related topics. Revision of performance goals in annual plans of executive and senior leadership. Hiring EDI Advisor. Townhalls held on EDI related topics.

Outcomes and Impacts made during the reporting period:

Campus wide unconscious bias training provided to 282 members. Included Faculty and staff from Business, Arts, Nursing, Indigenous engagement, Graduate studies and Management. EDI reflection week organized by Human Resources had 33 participants. Anti oppression book club organised by the John Archer Library engaged with topics of discrimination, colonialization, racism. Performance reviews of senior leadership were revised to address the five pillars of the strategic plan, which included EDI. EDI advisor provided input and ongoing support to search committees and research teams and provided consultations when individuals experienced discrimination. 60 participants attended Town Hall on 'International Day for Elimination of Racial Discrimination'. UR International Student Services team offered Intercultural Competency Series, which covered topics of inclusion, diversity, and understanding across cultures and communities. UR International has also done consistent work each semester with faculties and units across campus to address and provide guidance for equitable and inclusive support for students. EDI research projects and studies were carried extensively in various faculties during this reporting period.

Number of engagements in a few faculties provided below.

Faculty of Arts engaged in EDI related research projects resulting in 55+ publications and presentations. EDI projects included: 'History of Sugar' in Canada with roundtables on 'Global Food, Colonial Labour: (Im)mobilities across the imperial world' and 'Histories of Imperial Foodways and Colonial Labour'; Patient oriented research focusing on individuals from diversity backgrounds; Depression, Cognition and Culture Lab working in collaboration with researchers from FNUiv examining the Adaptation of a Mindfulness intervention for Use among Indigenous University Students; Interdisciplinary and intersectional areas of work on social justice research methodologies and anti-oppressive education, and 2SLGBTQIA+ communities and gendered embodiment; 'Meaning and Inquiry in Feminist Pragmatist Narrative'; EDI-related research activities focusing on 1) critical analyses of journalism's historical role in giving (and failing to give) voice to the voiceless; 2) the co-operative movement's (not always successful) efforts to empower subaltern counter-publics to build a more inclusive, equitable, and democratic economy and society; and 3) the relationship between these fields; Community-based research addressing the climate and inequality crises at local and national scales. Understanding the power and influence of the fossil fuel industries and mapping pathways to climate action that prioritize the needs of marginalized communities and that rectify the unjust colonial relationship that Canada has with Indigenous Peoples; An intercontinental project called 'Bridging the Water Adaptation Gap: A Comparative Inter- and Transdisciplinary Perspective of Regional Risks and Vulnerabilities in Drylands in Canada and Latin America'; Maximizing Indigenous Self-Determination: Theory and Practice of Indigenous Sovereignities in Settler States and the International System and addressing GBV in Saskatchewan through Second Stage Housing; Mitigating Public Policy Deficits to Enhance Safety for Survivors; 'Pathways and Barriers to Access and Utilization of Internet-Delivered Cognitive Behaviour Therapy (ICBT) by Diverse Ethnocultural People of Saskatchewan and clinical trial on exploring use of Internet-delivered cognitive behaviour therapy (ICBT) by diverse ethno-cultural people of Saskatchewan; Research focusing on older adults who live with moderate to severe dementia; Intersectional approach to research and applied work such as 'Navigator-Advocates: Integrated Supports for Justice-Involved Indigenous Youth and Adults with FASD,' and 'Towards a Participatory Framework on the Social Determinants of Health of Fetal Alcohol Spectrum Disorder'; Female Genital Surgeries advocating for a consideration of moral pluralism regarding the diverse cultural meanings of what people do with their genitals; What it means to live with a learning disability and to be neuro-atypical.

Faculty of Social Work engaged in 8 research projects addressing the experiences of racialized, gender diverse individuals and Aging. Projects include, 'Experiences of Racialized Students in Education, Nursing, and Social Work University Programs in Saskatchewan'; 'Retracting, Reimagining, and Reconciling Our Roots'; Gender and Sexual Identity Expressions: Experiences of LGBTQ+ Filipino Immigrants in Saskatchewan; Rural Older Men from Diverse Groups: The Role of Relationship in Navigating Later-life Changes and Transfeminism as Resistance: a Critical Genealogy to Highlight Trans Women of Colour; Identity Development, Attraction, and Behaviour of Herosexually-identified Men who have Sex with Men and Community Connectedness for HIV and Brain Health: A Hybrid Café to Share Knowledge on HIV, Aging, and Cognition; International Students and Their Lived Experiences with Orientation and Settlement in Saskatchewan.

The Faculty of Nursing engaged in a number of EDI projects that include: Work on the effects of PTSD on breast feeding immigrants and refugees, parenting challenges of refugee families during COVID-19 and housing challenges of immigrant and refugee families in Saskatchewan; Work on experiences and needs of Lesbian, Gay, Bisexual, Transgender, Queer, and Two-Spirit Canadians with cancer during the COVID19 pandemic; Collaborative work on the impact of a community of support on BIPOC students in Regina; strengthening the social capital of older Black adults in Canada in the era of COVID-19 and older adults' perception of vulnerability and inequality in recovering from the COVID-19 Pandemic; Project on 'Uncover Hidden Homelessness in Regina: An exploratory community action project' and 'Creating a path out of Hidden Homelessness: A Saskatchewan Symposium'; Work on 'Building Sustainable Provincial Connections to Maximize Older Adult Quality of Life through Family Integration into Care'; 'Saskatchewan Indigenous Childhood Disability Resource Guide' and 'Choice and Care: Health planning documents for people with intellectual disabilities'; 'Prenatal Indigenous Women's Health in Four Saskatchewan First Nations Communities'; 'Examining the Impact of a Phone Intervention on Mood and Loneliness in Older Adults Living in Assisted Living and Private Care Facilities'; Research on the experiences of Black nursing students in undergraduate programs in SK (further details in Section E).

EDI activities of the Faculty of Education, Faculty of Science, and Faculty of Engineering and Applied Science reported in Section D and E.

Challenges encountered during the reporting period:

Addressing racism, discrimination, microaggressions within research teams and faculties.

Next Steps (indicate specific dates/timelines):

Engaging in EDI conversations. Providing trainings to Senior management on EDI topics. Educating researchers on EDI considerations in their research programs.

Was funding from the CRCP EDI stipend used for this key objective?

No

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

Key Objective 5

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 5:

To create a supportive environment for mainstreaming Indigenization, including the recruitment and retention of Indigenous CRCs, so that we continue to exceed the target for Indigenous CRCs.

Systemic barriers -

Please provide a high-level description of the systemic barriers (e.g., summarize what the barriers are and how they were identified):

Individuals identifying as Indigenous prefer to work at First Nations University. Racism and discrimination faced by Indigenous members and lack of willingness to self identify. Intergenerational trauma and its impacts on members of the Indigenous community.

Corresponding actions undertaken/to be undertaken to address the barriers:

	If you have no action to report, please type 'N/A' in the answer field.	Progress to date
Corresponding action 1	Implement new policy on Engagement with Elders, Traditional Knowledge Keepers including educating campus members on the policy	Completed
Corresponding action 2	Targeted searches for Indigenous chairs and ensuring voices and needs of indigenous members are reflected and respected	In progress
Corresponding action 3	Provide guidance and support to CRCs on protocols and employment relationships with the Elder, Traditional knowledge keeper	In progress
Corresponding action 4	Work with CRCs to identify and develop culturally appropriate research spaces and other resources	In progress
Corresponding action 5	Continue to deliver and expand the comprehensive initiatives supporting Indigenization and cultural awareness	In progress
Corresponding action 6	'N/A'	Not yet started

Data gathered and Indicator(s) - can be both qualitative and quantitative:

Respectful engagement with Elders policy revised in March 2023. Collaborating with the Office of Indigenous Engagement and the ta-tawaw Student Centre to raise awareness of Indigenous ways of knowing. Interactions with Indigenous elders and participation in cultural ceremonies such as smudging. Reaching out to Indigenous groups to attract Indigenous employees.

Outcomes and Impacts made during the reporting period:

The ta-tawaw Student Centre events for Fall 2022: • Glen Anaquod Memorial Tipi Raising Competition 2022 • Weekly smudge teachings • Daily opportunity to partake in smudge for all students, staff, visitors, and/or faculty • Cultural teaching series and meeting with students (i.e. offering guidance and traditional knowledge). • Cultural Creativity events: ongoing beadwork projects with students, led by a facilitator. • nitóncipámin omá Student Success Program (OMA Program) – an academic success program for first-year Indigenous students. • Employer lunch and learn series: focused on Indigenous hiring practices and information about organizational recruitment for Indigenous students. Partnership with CESL • Study time

promotion in the Centre (in December), booking the Crow Room for projects and study groups. • Food Hamper draw (in December). • Neekaneewak Leadership Initiative start-up and planning for Neekaneewak Round Dance and Student Council creation

Challenges encountered during the reporting period:

Reluctance to self-declare. Traditional advertising methods may not reach members of the indigenous communities.

Next Steps (indicate specific dates/timelines):

Continue working with the office of indigenous engagement to offer culturally sensitive recruitment and onboarding experiences.

Was funding from the CRCP EDI stipend used for this key objective?

No

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

Key Objective 6

Brief description of S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) Key Objective 6:

'N/A'

Systemic barriers -

Please provide a high-level description of the systemic barriers (e.g., summarize what the barriers are and how they were identified):

'N/A'

Corresponding actions undertaken/to be undertaken to address the barriers:

If you have no action to report, please type

'N/A' in the answer field.

Progress to date

Corresponding action 1	'N/A'	Not yet started
Corresponding action 2	'N/A'	Not yet started
Corresponding action 3	'N/A'	Not yet started
Corresponding action 4	'N/A'	Not yet started
Corresponding action 5	'N/A'	Not yet started
Corresponding action 6	'N/A'	Not yet started

Data gathered and Indicator(s) - can be both qualitative and quantitative:

'N/A'

Outcomes and Impacts made during the reporting period:

'N/A'

Challenges encountered during the reporting period:

'N/A'

Next Steps (indicate specific dates/timelines):

'N/A'

Was funding from the CRCP EDI stipend used for this key objective?

No

If the answer to the previous question was 'yes', indicate how much of the funding was spent on this key objective and specifically what the funds were spent on.

PART B: Challenges and Opportunities

Challenges

Other than what has been outlined in the section above, outline any challenges regarding the implementation of the EDI action plan. If COVID-19 has had an impact on the implementation of the institution's action plan, please outline how below. How has or will the institution address these challenges? (limit: 5100 characters):

The ta-tawáw Student Centre was mostly non-operational for in-person events for 2021 (there were no students on campus and events were online until Fall 2022). With students returning to campus, in-person activities have resumed.

Opportunities

Other than what has been outlined in the section above, outline any opportunities or successes regarding the implementation of the EDI action plan, as well as best practices that have been discovered to date. (limit: 5100 characters):

CRC search committee members trained in unconscious bias. Equity targets set for the institution are met. More targeted and preferred recruitment. Employment Equity policy revised. EDI-AO strategy and action plan developed. Faculties have implemented their EDI plans. There is an appetite for training and engaging in EDI conversations. In 2022, The University of Regina funded the position of Equity, Diversity, Inclusion and Accessibility Advocate at the University of Regina Student Union. The advocate helped URSU to center much of its welcome week planning around indigenization. The Advocate also organized an equity speakers' event with a stimulating discussion on "How social inequalities affect health outcomes". Another initiative fostering inclusion was the URSU Saskmusic Open Mic Night at the Owl. The two events held centered around diversity and were hugely successful with over 20 student performers and a 100 students attending.

PART C: Reporting on EDI Stipend objectives not accounted for in Part A

Instructions:

- Institutions with EDI Action Plans, use this section to report on EDI Stipend objectives that are not accounted for in Section A.
- Institutions without EDI Action Plans, use this section to report on EDI Stipend objectives.
- If you did not receive an EDI stipend during the reporting year, please leave this section blank.

Objectives associated with your institution's EDI Stipend application

Table C1. Provide information on the objectives associated with your institution's EDI Stipend application, including the funding and timelines, for the reporting period.

EDI Stipend Objective 1

Indicate the S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely) objective(s) towards which this funding has been directed:

Setting up of an Indigenous Engagement Task force (ITTF) to support the Office of Indigenous engagement, human resource department and hiring committees across campus to ensure they are equipped with the appropriate knowledge-base, tools and resources when filling indigenous positions where indigeneity is a contributing factor or requirement for a successful application candidacy. A focused ITTF lead, with protected time, will work with the ITTF as a contributing member, but also take the lead on the development and delivery of the needed resources, education, and policies to ensure that the University of Regina does not fall prey to fraudulent claims to indigeneity.

Indicator(s): Describe indicators, as presented in the EDI Stipend application, and how they are calculated.

Educational and consultative interactions with the ITTF Lead - Calculated based on individual and group interactions. Workshops delivered - Calculated based on individual numbers of workshops. Indigenous identity fraud cases brought forward - Calculated based on individual incidents brought forward. Consultative and supportive interactions with Indigenous faculty, staff, and students - Calculated based on individual and group interactions. Senior administrators, human resources, student services, hiring committee members and union leadership members attending workshops - Calculated based on number of attendees.

Progress: Describe results observed, including indicator results, outcomes, impacts. Include timelines (start and end dates).

May, 2022 Recruitment of Task Force Lead. June, 2022. Métis faculty members were appointed to sit on the Indigenous Task Force Committee (ITFC). Hired Métis student RA to research identity confirmation processes for Indigenous students at other universities (June – July). July – November, 2022 ITFL, ITFC, and AVP(IE) met several times. ITFL attended several community events (in-province), one event in Ontario, and two conferences: the National Indigenous Identity Forum and the Strength of Our (Indigenous) Women. ITFL hired RA to assist project (September – December). Reviewed high-profile fraud case. Reviewed multiple in-house new hire applications to ensure accurate identities. December, 2022 The ITFL and RA left the project. January – October, 2023 AVP (IE) reviewed info and strategized next steps with ITFC. November – December, 2023. New ITFL hired to complete formal report and recommendations for actions/process for the University.

Outline the total expenditures below:

Total funds of EDI stipend spent on the objective: 51400

Total funds spent:

Indicate in the table below any leveraged cash or in-kind contributions provided by your institution:

Amount \$

Source / Type (cash or in-kind)

1	1500	In-kind
2	2000	In-Kind

Table C2. EDI Stipend Impact Rating

Please rate the extent of the impact the EDI Stipend has had on your institution in meeting this objective as identified in your application, for the reporting period:

Major impact (the EDI Stipend had a major impact on achieving progress)

Provide a high level summary of how the stipend was used:

Funds spent on : Student RAs, ITFL Position and Travel

Do you have other objectives to add?

No

PART C: Reporting on EDI Stipend objectives not accounted for in Part A

Additional Objectives (if applicable)

Table C1. Provide information on the objectives associated with your institution’s EDI Stipend application, including the funding and timelines, for the reporting period.

EDI Stipend Objective 2

EDI Stipend Objective 3

EDI Stipend Objective 4

EDI Stipend Objective 5

EDI Stipend Objective 6

Part D: Engagement with individuals from underrepresented groups

Outline how the institution has engaged with underrepresented groups: e.g., racialized individuals, Indigenous Peoples, persons with disabilities, women, 2SLGBTQIA+ individuals, during the implementation of the action plan (during the reporting period), including how they have been involved in identifying and implementing any course corrections/adjustments, if applicable. For example, how was feedback gathered on whether the measures being implemented are resulting in a more inclusive research environment for chairholders of underrepresented groups? How has intersectionality been considered in developing and implementing the plan (if applicable)? Have new gaps been identified? How will members of underrepresented groups continue to be engaged? (limit: 10 200 characters)

EDI research initiatives by the Department of Psychology in 2022 is an example of how the research community on campus has been working proactively to create an inclusive research environment. Initiatives by the Department of Psychology include: 1. Designing research studies with intentional efforts to support EDI; 2. Adapting research practices based on EDI considerations and patient experiences (e.g., incorporation of Indigenous methodologies into research, such as Talking Circles); 3. Conducting research focused on multicultural backgrounds, trauma, and discrimination; 3. Make a concerted effort to recruit research trainees, students, and participants from marginalized groups; 4. Intentionally setting aside time to check with Tri-Council agencies regarding current best practices for supporting EDI efforts; 5. Try to identify intersectional patterns within research that may indicate disproportionate impacts on specific persons; 6. Patient-oriented research that focuses on working with individuals from diverse identity backgrounds (examples provided from DCC Lab work outlined below). Director of the Depression Cognition and Culture Lab worked in collaboration with researchers from FNUniv, examining the Adaptation of a Mindfulness intervention for Use among Indigenous University Students over a three-year period (2020-2023). Work from this grant has lead to several publications and presentations (and outputs are ongoing) Faculty of Engineering and Applied Science have done the following campus and outreach events to engage with underrepresented groups. UofM Indigenous initiatives in Engineering session May 31, 2022 - co-sponsored 2SLGBTQIA+ In Stem Events Feb 11, March 23 and Nov 18 2022 - Held All Girls multi-week camps in several Regina elementary schools to promote girls in STEM - Social media posts - highlighting women in Engineering - students, alumni, and staff. Also posts to celebrate International Women's Day - Financially supported Research Project, Understanding the barriers faced by 2SLGBTQ+ individuals in STEM fields - Discussion on Indigenization in Teaching and Research with AVP, Office of Indigenous Engagement- Academic Assembly - April 14, 2022 -Indigenous Programming - offered camps and events for Indigenous students in Grades K-12. Through this initiative we offered 6 inSTEM camps in 6 different reserve communities. Offered 3 days of STEM workshops at the annual Treaty 4 Gathering. Through this initiative we reached over 1400 indigenous youth. Collaborated with the Autism Resource Centre to offer a week of STEM Camp programming for individuals with Autism.

PART E: Efforts to Address Systemic Barriers More Broadly within the Institution

Briefly outline other EDI initiatives underway at the institution (that are broader than those tied to the CRCP) that are expected to address systemic barriers and foster an equitable, diverse and inclusive research environment. For example, are there projects underway that underscore the importance of EDI to research excellence? Is there additional training being offered to the faculty at large? Are there initiatives to improve the campus climate? Please provide hyperlinks where relevant, using the hyperlink boxes provided below (URLs should include https://). Note that collecting this information from institutions is a requirement of the 2019 Addendum to the 2006 Canadian

Human Rights Settlement Agreement and provides context for the work the institution is doing in addressing barriers for the CRCP. (limit: 4080 characters) <https://www2.uregina.ca/education/news/education-news-archives/>

Faculty of Education, Science, Nursing and Social Work have been offering training and taken initiatives to underscore the importance of EDI to research excellence. •

Faculty of Education's Gender & Sexual Diversity working group met regularly • Work started within the Professional Field office to update manuals and procedures related to internship. Faculty/Staff retreat – Fall 2022 included a presentation & activities about Cree language learning; gender & sexuality diversion and inclusion panel discussion • Small group discussions/activities by staff from Campus Accessibility • Input on Indigenization of program, movement, and zumba programs offered • Indigenization: Education Indigenous Circle met twice each in winter and fall terms. Winter 2022 – An Elder and Knowledge Keeper worked with faculty members and offered a weekly “Tea and Cree” language session with faculty via zoom. • Knowledge Keepers did the ‘Whispering of the Land speaker series Research’ • The last page or so of each issue of Education News is a list of recent publications from faculty. <https://www2.uregina.ca/education/news/education-news-archives/> • Strategic Plan: Completion of strategic plan for the Faculty of Ed. Professional Development: Faculty enrolled in the Equity, Diversity and Inclusion UBC certificate program •

Faculty of Science has engaged in the following EDI-related activities/initiatives research • March 31 2022: My Journey So Far: final talk in the 2SLGBTQ+ in STEM seminar series • April 8 2022: Science and EYES welcomed LGBTQ2S+ youth to campus for a “STEM for all” event • April 2022: EDI advisor offered anti-racism training session to Faculty of Science • Summer 2022: Science Camps for Saskatchewan Indigenous Youth – yearly summer camp where we take science into community • August 2022: Annual Faculty of Science Professional Development Day on Truth and Reconciliation • September 2022: Launch of Science 099: Skills for Science Students – a class to ensure all students have access to the skills they need as they start their academic journey in Science • November 18 2022: LGBTQIA+ in STEM talk •

Faculty of Nursing: Research on the experiences of Black nursing students in undergraduate programs in SK has opened a number of opportunities • Faculty presented research findings at the Canadian Association of Schools of Nursing (CASN) and International Council of Nurses (ICN), Saskatchewan Nursing Leadership Network (NLN), and several other venues • Based on the recommendations from the research projects faculty continue to advocate for comprehensive recruitment and retention strategies for achieving and sustaining equality of Black and other minority students on U of R campus and to serve as a guest speakers on topics such as “Unpacking systemic racism and microaggressions in the Nursing Profession.” • Faculty leadership in Nursing are promoting equity, diversity, and inclusion (EDI) in the Faculty and U of R campus • Town hall Meetings with BIPOC students: November 2022: Deans from the Faculty of Nursing and SaskPoly School of Nursing, School of Health Sciences organized Town Hall meetings with BIPOC students and faculty Community of Practice (CoP) group for BIPOC students • Active membership in the Saskatchewan Collaborative Bachelor of Science in Nursing (SCBScN) program's Cultural Diversity Community of Support group comprised of BIPOC students, supportive faculty representatives and BIPOC SCBScN alumni. Black faculty members have provided support and advocacy to black students.

Hyperlink 1:

<https://www2.uregina.ca/education/news/education-news-archives/>

Before submitting your report, please ensure that your responses are complete. You will not be able to edit the information after it is submitted.

I have reviewed my responses and I am ready to submit my report.

A reminder that institutions are required to post a copy of this report (as submitted) on their public accountability and transparency web pages within 7 working days of the deadline for submitting the report to TIPS.

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Complete Full Report

This information will be sent to the Tri-agency Institutional Programs Secretariat when you click 'Submit'. You will receive a confirmation email with a copy of your completed form in HTML format once it is submitted.

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